

2024 Annual Report

Wyndham College



8277

Introduction

The Annual Report for 2024 is provided to the community of Wyndham College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the school community

Throughout the year, our school community has shared valuable insights and feedback, highlighting the strengths, achievements, and ongoing commitment of Wyndham College to student success. Below are some reflections from parents.

- The dedication of the staff to student wellbeing and academic success is outstanding. We appreciate the efforts to create an inclusive and supportive learning environment.
- Admin staff and deputy principal have gone way above and beyond what I could have hoped for in supporting my son changing courses to make his transition into year 11 easier
- The school's commitment to preparing students for post-school pathways-whether through university, TAFE, or employment-has been invaluable.
- Wyndham College has good communication of information regarding school and upcoming events. My son enjoyed the taster day & found it useful in choosing his classes .
- At Wyndham College, I have been fortunate to have individual excellent teachers for each of my 6 classes, teachers firstly allow the class to feel as if they want to be there and learn, where each lesson is engaging and everyone has growth mindset whilst respecting each others attitudes towards their learning.

Message from the students

At Wyndham College, students are encouraged to take ownership of their learning, reflect on their progress, and develop the skills needed for success beyond school. Throughout the year, students have shared their experiences of engaging lessons, hands-on learning opportunities, and meaningful classroom discussions that have deepened their understanding. Whether through project-based assessments, collaborative activities, or real-world applications of their studies, students have highlighted the value of critical thinking, creativity, and resilience in their learning journey. Their reflections demonstrate a commitment to personal growth and a readiness to embrace future challenges with confidence.

- The teachers I have for visual arts find ways to work around what currently or does not work or fit within what I am. Trying to do. They explain the work in different ways of I don't understand and takes the time to work through it.
- They give appropriate breaks, fun lessons and rewards to motivate students to learn to the best of their ability!
- Personally, I love the lessons that allow both quiet studying and also with small tests to determine our knowledge. It really helps me figure out weak points in my learning that I can further work on :)
- I like lessons where the teacher give us the materials to teach ourselves and allow us to work in groups as I prefer group work.
- teachers give well structured and visual lesson e.g. PowerPoint to follow along with a discussion lead by the teacher. Discussion based classes are beneficial in encouraging a variety of perspectives which in turn provides every student with a more extensive understanding. The expectation of involvement also encourages the student to put more effort into paying closer attention in prior lessons.

School background

School vision

Wyndham College works in partnership with the whole school community to create a safe, supportive environment, in which students are confident and encouraged to identify their goals and move towards reaching their full potential.

We believe every student has the ability to learn, adapt and grow to become a responsible and productive citizen. We identify what works best and use explicit teaching strategies to enhance student literacy and numeracy; focus on metalanguage; and underpin our strategies with deep content knowledge and understanding.

Every student and every teacher is challenged to learn and improve every day, every week of every year. Our legacy will be the nurturing of young adults, as they develop a love of learning; a suite of skills; a global outlook; and a willingness to constructively participate in the wider community.

School context

Wyndham College is located in the north-western Sydney suburb of Nirimba Fields. Along with Western Sydney University - The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College), it is a partner within the Nirimba Education Precinct, as well as being a member of the Nirimba Collegiate. The Collegiate also includes Quakers Hill High School, Riverstone High School and Seven Hills High School.

Wyndham College specialises in providing an extensive range of Higher School Certificate curriculum. Our students benefit from a variety of educational options, supported by effective well-being and academic programs. Wyndham College has an Inclusive Education Unit consisting of two classes.

In the pursuit of academic excellence, self-improvement and development, students are encouraged to participate in a wide range of learning experiences. Wyndham College offers NESA developed and endorsed courses, Vocational Education Courses (VET), access to TAFE, School Based Apprenticeships (SBATs) and the Vocational Innovation Centre (VIC) Seven Hills. The Nirimba Collegiate and VIC provides transport between Collegiate campuses so students may attend courses across the four schools. Regional and state level sport representation and a broad range of other sporting activities are available through our Wolverines Sporting Academy. Our students are active in representation as leaders and in the creative, performing and industrial arts.

Wyndham College also fosters strong partnerships with universities, TAFE, other tertiary institutions, as well as businesses and community groups. Students represent the College in areas of leadership, creative, performing and industrial arts.

Enrolments at Wyndham College are accepted from the three Collegiate high schools and other government and non-government high schools. The significant increase in the level of enrolments from the latter is indicative of the College's reputation for high-quality education in an adult learning environment.

Wyndham College has an experienced staff, taking pride in their commitment to continually improving effective learning and classroom practices. Staff engage in evidenced based, high impact professional learning to ensure both literacy and numeracy levels are enhanced. The College evaluates and refines its programs to consistently improve student attendance, engagement and attainment.

Wyndham College embraces its diverse school community and welcomes students from a range of cultures and backgrounds. Students and families are supported at all transition points via our comprehensive wellbeing programs. Using post-school pathways advice and planning, our expert staff and careers team inform and inspire students to achieve their goals for school and in readiness for life after graduating Year 12.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and development, we will focus on explicit, evidence-based and researched-informed teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Literacy Program.
- Numeracy Program.

Resources allocated to this strategic direction

Low level adjustment for disability
Integration funding support
Professional learning
English language proficiency
Refugee Student Support

Summary of progress

- All staff undertook school wide professional learning in Literacy and Numeracy during micro PL sessions, looking at diverse areas of student need. Using High Impact Professional Learning (HIPL) cycle to ensure classroom implementation with peer observations.
- Coaching /mentoring - implemented through Head Teachers in faculties.
- Small group tuition - Intensive practice provided to students not meeting minimum standards.
- EAL/D intervention- targeted student practice within EAL/D English lessons.
- SLSO support utilised for students with additional needs in T 4 for Year 11 students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes • An increased proportion of 2024 student cohort achieving the HSC Minimum Standard compared to 2023 and 2022.	• HSC Minimum Standard achievement has increased from 2023 data to 100% completion by graduating students in Year 12. • HSC Minimum Standard achievement has progressed with 86% of Year 11 students currently completed.
Improved numeracy outcomes • An increased proportion of 2024 student cohort achieving the HSC Minimum Standard compared to 2023 and 2022.	• HSC Minimum Standard achievement has increased from 2023 data to 100% completion by graduating students in Year 12. • HSC Minimum Standard achievement has progressed with 86% of Year 11 students currently completed.

Strategic Direction 2: Increased Engagement

Purpose

To improve student and community engagement, we will focus on attendance, achievement, wellbeing, equity and staff professional development to support quality teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Strengths based initiatives
- Early intervention initiatives

Resources allocated to this strategic direction

Student Support Officer
QTSS release
Aboriginal background
Small group tuition (SGT)

Summary of progress

- Attendance summary reports were generated and sent home week 6 of every term.
- Increased engagement with parents through follow up meetings to reengage / identify support for disengaged students.
- Regular revision of attendance and assessment data.
- Regular communication through all communication channels linked with self identified monitoring cards and reward days.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance • A whole school approach is developed for communicating with the school community about the importance of school attendance.	1. The school community has received regular communication about the importance of school attendance. 2. A plan for communicating with the school community about the importance of school attendance is now in place.

Strategic Direction 3: Transitions and Pathways

Purpose

To improve transitions and pathway opportunities, we will focus on developing student potential and talents, and designing customised pathways to the individual needs of students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Pathway and Transition Planning
- Increased HSC achievement

Resources allocated to this strategic direction

Refugee Student Support
Low level adjustment for disability
Per capita
New Arrivals Program
Socio-economic background

Summary of progress

- Increased awareness of pathways and programs for parents, students and employers leading to increased School Based Apprenticeship or Traineeship (SBAT)
- Open Night focus - promotion of pathways programs- easy to access.
- Increased advertising - via social media channels, school communications and word of mouth from positive experiences.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways • Increase the proportion of students enrolled in either a VET or EVET course from 2023.	• The proportion of students undertaking VET courses increased by 10%. • The proportion of students undertaking SBAT courses increased by 24%. • The proportion of students undertaking EVET courses increased by 4% despite a decrease in overall enrolments.
HSC growth • Teachers provided with ongoing support to access evidence- based HSC professional learning.	All HSC teachers participated in evidence-based HSC professional learning.

Funding sources	Impact achieved this year
Refugee Student Support \$4,806.87	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Literacy Program. • Pathway and Transition Planning Overview of activities partially or fully funded with this targeted funding include: • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions • engage with external providers and specialist to provide intensive language support to identified EAL/D students • Individual Learning Plan developed for each student and communicated with staff • Post school transition pathways discussed and planned for each student The allocation of this funding has resulted in the following impact: Enhanced academic and wellbeing support for refugee students through targeted interventions, including tailored EAL/D assistance, access to specialized learning resources, and dedicated staff mentoring. This has led to improved engagement, confidence, and educational outcomes, fostering a more inclusive and supportive school environment. After evaluation, the next steps to support our students will be: Expanding targeted EAL/D support, increasing access to wellbeing programs and mentoring, strengthening community partnerships for additional resources, and providing professional learning for staff to better support refugee students' academic and social-emotional needs. Additionally, we will refine intervention strategies based on student feedback and data to ensure continued engagement and success.
Integration funding support \$102,018.00	Integration funding support (IFS) allocations support eligible students at Wyndham College in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Numeracy Program. Overview of activities partially or fully funded with this targeted funding include: • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) The allocation of this funding has resulted in the following impact: Improved access to individualised learning support for students with additional needs, fostering greater inclusion within the classroom. Targeted interventions, specialized staff assistance, and adaptive resources have enhanced student engagement, confidence, and academic progress. This has also supported teachers in implementing differentiated strategies, creating a more inclusive and supportive learning environment.

Integration funding support \$102,018.00	After evaluation, the next steps to support our students will be: Strengthening personalised learning plans, expanding access to specialist support services, and providing further professional development for staff on inclusive teaching strategies. We will also enhance collaboration with families and external agencies to ensure holistic support and refine intervention programs based on student progress and feedback.
Socio-economic background \$213,258.02	Socio-economic background equity loading is used to meet the additional learning needs of students at Wyndham College who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Pathway and Transition Planning Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to support our wellbeing program implementation. • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs The allocation of this funding has resulted in the following impact: Increased access to essential learning resources, wellbeing programs, and targeted academic support for students from disadvantaged backgrounds. This has led to improved engagement, attendance, and achievement by reducing financial barriers and ensuring equitable opportunities for all students. Additionally, enhanced support services have contributed to a more inclusive and supportive school environment. After evaluation, the next steps to support our students will be: Expanding access to additional academic and wellbeing programs, strengthening partnerships with community organizations to provide further support, and increasing targeted interventions to address barriers to engagement and achievement. We will also continue to monitor student progress and refine strategies to ensure equitable opportunities for all students.
Aboriginal background \$22,941.57	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyndham College. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Early intervention initiatives Overview of activities partially or fully funded with this equity loading include: • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • Liaise with external providers for career transition, including Deadly Futures Expo, NRL School to Work, WSU Pathways to Dreaming. • Community connections around transition points and celebrations. The allocation of this funding has resulted in the following impact:

Aboriginal background \$22,941.57	Strengthened cultural connections, improved academic outcomes, and enhanced wellbeing support for Aboriginal students. Targeted programs, including mentoring, tutoring, and cultural initiatives, have fostered a greater sense of identity and belonging. Increased engagement with families and community organizations has also contributed to a more inclusive and supportive school environment. After evaluation, the next steps to support our students will be: Expanding cultural programs and mentoring initiatives, strengthening partnerships with Aboriginal community organizations, and increasing targeted academic and wellbeing support. We will also enhance staff professional development in culturally responsive teaching and continue to foster strong connections between students, families, and the school to support identity, engagement, and success.
English language proficiency \$137,698.85	English language proficiency equity loading provides support for students at all four phases of English language learning at Wyndham College. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Literacy Program. Overview of activities partially or fully funded with this equity loading include: • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact: Enhanced support for students with English as an additional language or dialect (EAL/D), leading to improved language acquisition, academic confidence, and classroom participation. Targeted interventions, including small-group instruction, specialist EAL/D support, and access to tailored resources, have contributed to greater engagement and overall student success. Additionally, professional learning for staff has strengthened inclusive teaching practices. After evaluation, the next steps to support our students will be: Expanding targeted EAL/D support through additional specialist staff and resources, enhancing differentiated teaching strategies across all subjects, and strengthening partnerships with families to support language development at home. We will also provide ongoing professional learning for staff to further develop culturally responsive and language-inclusive teaching practices, ensuring all students can fully engage and succeed.
Low level adjustment for disability \$293,322.82	Low level adjustment for disability equity loading provides support for students at Wyndham College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Numeracy Program. • Literacy Program. • Pathway and Transition Planning Overview of activities partially or fully funded with this equity loading include: • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

Low level adjustment for disability \$293,322.82	• providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills; Individual Learning Plans/Profiles; and HSC Disability Provisions. The allocation of this funding has resulted in the following impact: Enhanced support for students with low-level adjustments for disability, leading to improved access to learning materials, classroom participation, and overall academic progress. Tailored strategies, such as differentiated instruction, assistive technologies, and additional in-class support, have helped students with disabilities better engage with the curriculum. This has fostered a more inclusive environment and ensured that all students have the opportunity to succeed. After evaluation, the next steps to support our students will be: Further refining individualised learning plans to meet the specific needs of students with low-level adjustments for disability, increasing access to assistive technologies, and expanding staff training on inclusive teaching strategies. We will also strengthen collaboration with support services and families to ensure ongoing monitoring and tailored interventions, fostering a more inclusive and supportive learning environment for all students.
Professional learning \$57,418.22	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Wyndham College. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Numeracy Program. Overview of activities partially or fully funded with this initiative funding include: • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example, CPR & Anaphylaxis workshops • Explicit teaching of learning designed to improve student outcomes. The allocation of this funding has resulted in the following impact: Enhanced professional learning opportunities for staff, leading to improved teaching practices and a deeper understanding of inclusive and evidence-based strategies. This has enabled educators to better support diverse student needs, including those from disadvantaged backgrounds, students with disabilities, and EAL/D learners. The funding has also facilitated collaborative learning experiences, strengthening staff capacity to implement explicit teaching and learning initiatives across the school. After evaluation, the next steps to support our students will be: Expanding professional learning opportunities to cover additional areas such as differentiated instruction, trauma-informed practices, and cultural responsiveness. We will also encourage ongoing collaboration among staff to share best practices and ensure that professional development is directly aligned with student needs. Further, we will monitor the impact of professional learning on student outcomes and make adjustments to ensure continuous improvement in explicit teaching practices and student support.
Student Support Officer \$103,930.00	These funds have been used to support improved outcomes and the achievements of staff and students at Wyndham College Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Strengths based initiatives Overview of activities partially or fully funded with this Staffing - Other

Student Support Officer \$103,930.00	include: • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. The allocation of this funding has resulted in the following impact: Enhanced student wellbeing and engagement through the support of a dedicated Student Support Officer. This role has provided students with individualized guidance, assistance in navigating personal challenges, and facilitated access to essential support services. The presence of the Student Support Officer has also contributed to a more inclusive and positive school environment, promoting emotional and social development while improving overall student attendance and academic outcomes. After evaluation, the next steps to support our students will be: Expanding the Student Support Officer's role to include more targeted interventions for at-risk students, increasing collaboration with external agencies to provide additional resources, and further strengthening proactive wellbeing programs. We will also continue to monitor student progress and adjust support strategies to ensure that all students receive the guidance and resources needed to thrive academically and personally.
Small group tuition (SGT) \$39,069.00	These funds have been used to support improved outcomes and the achievements of staff and students at Wyndham College Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Early intervention initiatives Overview of activities partially or fully funded with this targeted funding include: • Employment of specialist numeracy and literacy teachers to support students to meet Minimum Standards • ACE Tutorial Program • School Holiday Tutorial and HSC Major Works The allocation of this funding has resulted in the following impact: Improved academic outcomes for students through targeted small group tuition, which provided personalized support in key learning areas. This approach allowed for more focused instruction, addressing individual learning needs and gaps, leading to increased student engagement, confidence, and achievement. Additionally, it enabled students to receive tailored feedback and support, fostering a more positive learning experience. After evaluation, the next steps to support our students will be: Expanding small group tuition to include additional subjects and year groups, integrating more targeted interventions based on student progress, and increasing opportunities for peer tutoring. We will also continue to monitor and adjust group sizes and teaching strategies to ensure optimal learning outcomes, while providing professional development for staff on effective small group instruction techniques.

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	262	236	260	236
Girls	325	269	238	217

Student attendance profile

School				
Year	2021	2022	2023	2024
11	85.1	82.5	82.2	82.4
12	85.3	81.9	86.3	85.6
All Years	85.2	82.2	83.8	84.1
State DoE				
Year	2021	2022	2023	2024
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.1	81.7	83.6	83.3

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	0	19	42
TAFE entry	0	3	14
University Entry	0	0	39
Other	0	7	1
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

54.48% of Year 12 students at Wyndham College undertook vocational education and training in 2024.

Year 12 students attaining HSC or equivalent vocational education qualification

96% of all Year 12 students at Wyndham College expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	9
Classroom Teacher(s)	28.11
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher EAL/D	0.6
School Counsellor	1
School Administration and Support Staff	12.28
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes six student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2024, teachers focused their learning on:

Career development and leadership

The NSW HSC Strategy

High leverage teaching strategies

Explicit teaching

Attendance

Literacy and Numeracy

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	1,485,596.27
Revenue	8,488,508.54
Appropriation	8,128,967.35
Sale of Goods and Services	56,219.20
Grants and contributions	269,653.14
Investment income	25,537.35
Other revenue	8,131.50
Expenses	-8,773,573.11
Employee related	-7,959,813.33
Operating expenses	-813,759.78
Surplus / deficit for the year	-285,064.57
Closing Balance	1,200,531.70

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

2024 major improvements:

Upgrade to WiFi capabilities across the College to better support teaching and learning.

Upgrade to student toilet blocks

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2024 SBAR Adjustments (\$)
Targeted Total	115,988
Equity Total	667,221
Equity - Aboriginal	22,942
Equity - Socio-economic	213,258
Equity - Language	137,699
Equity - Disability	293,323
Base Total	6,857,455
Base - Per Capita	88,497
Base - Location	0
Base - Other	6,768,958
Other Total	1,176,520
Grand Total	8,817,184

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School funds were used to employ additional staff to support holistic student development. This includes an Aboriginal Student Learning and Support officer and an engagement and wellbeing counsellor.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

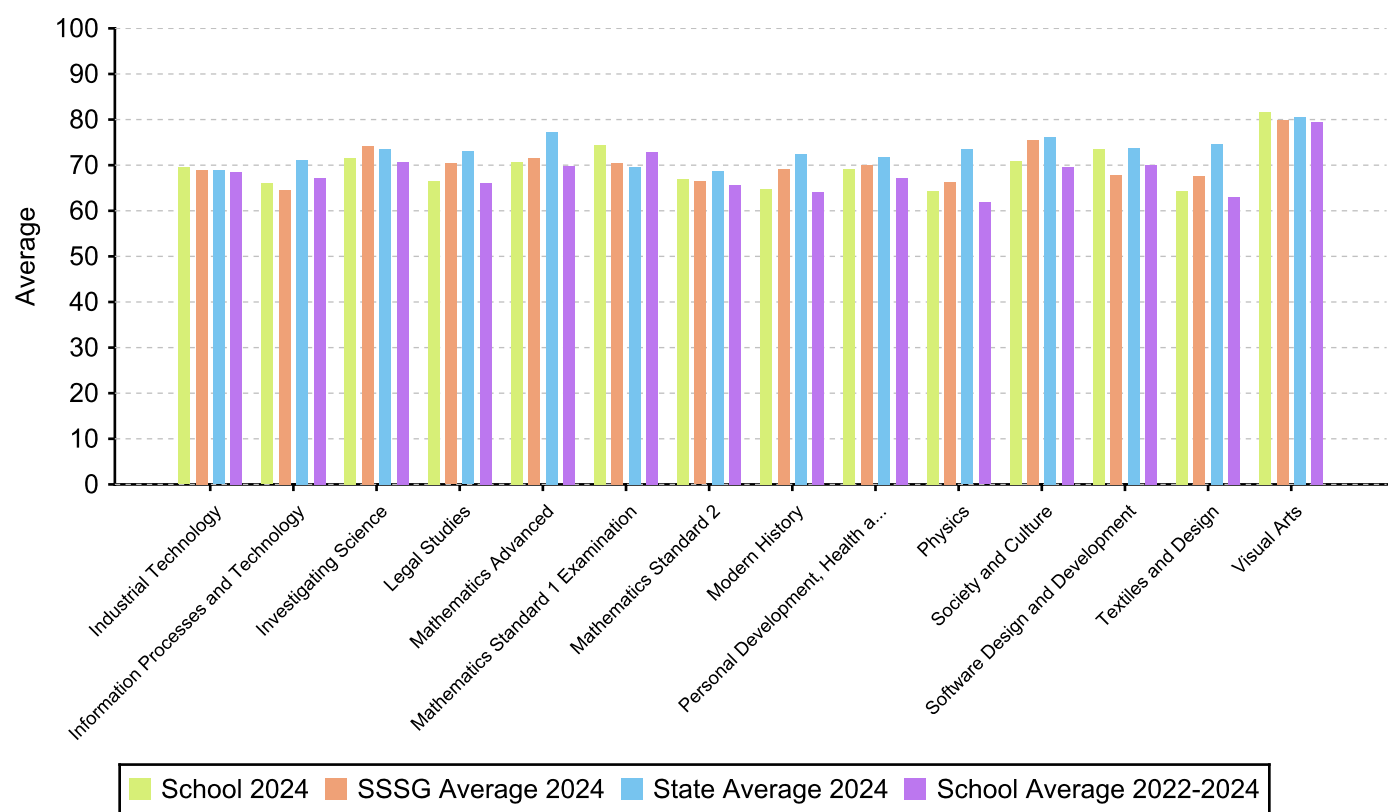
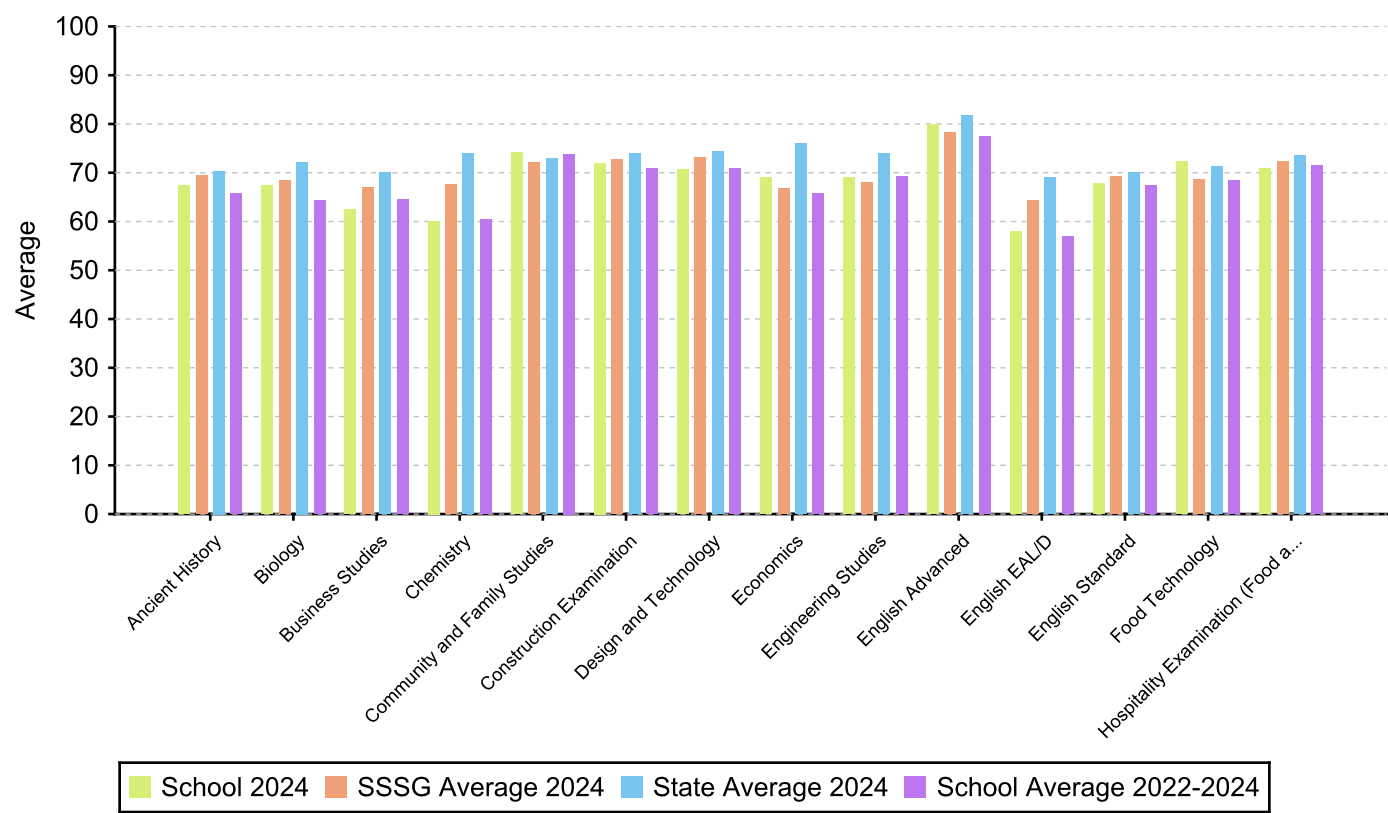
School statement - Literacy and Numeracy

Wyndham College is a senior campus for Year 11 and Year 12 students only.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2024	SSSG	State	School Average 2022-2024
Ancient History	67.3	69.4	70.4	65.8
Biology	67.3	68.4	72.2	64.4
Business Studies	62.4	67.0	70.1	64.5
Chemistry	60.1	67.6	73.9	60.4
Community and Family Studies	74.2	72.1	72.9	73.8
Construction Examination	72.0	72.6	74.0	70.9
Design and Technology	70.7	73.1	74.4	70.9
Economics	69.0	66.7	76.0	65.8
Engineering Studies	69.0	68.0	73.9	69.3
English Advanced	79.9	78.2	81.7	77.3
English EAL/D	57.9	64.3	69.0	56.9
English Standard	67.8	69.2	70.1	67.4
Food Technology	72.3	68.7	71.3	68.4
Hospitality Examination (Food and Beverage)	70.9	72.3	73.5	71.5
Industrial Technology	69.5	69.0	68.8	68.4
Information Processes and Technology	66.0	64.5	71.1	67.2
Investigating Science	71.6	74.2	73.5	70.7
Legal Studies	66.6	70.4	73.0	66.1
Mathematics Advanced	70.7	71.6	77.3	69.8
Mathematics Standard 1 Examination	74.4	70.4	69.6	73.0
Mathematics Standard 2	66.9	66.4	68.8	65.6
Modern History	64.7	69.2	72.4	64.1
Personal Development, Health and Physical Education	69.2	70.1	71.8	67.3
Physics	64.4	66.3	73.4	61.8
Society and Culture	70.9	75.5	76.3	69.6
Software Design and Development	73.6	67.8	73.7	70.1
Textiles and Design	64.3	67.7	74.6	63.0
Visual Arts	81.7	79.9	80.6	79.4

HSC 2024

We are enormously proud of the achievements of all of our students in the Class of 2024. Their academic data shows that the vast majority of students grew their skills, acted on teacher feedback and improved their performance from one assessment task to the next, culminating in their strongest performances for the HSC examinations. Credit also goes to the expert teachers we have in our classrooms at Wyndham College. The drive and passion they have for teaching their students is unmatched.

HSC Merit List students

Thomas ARVO (English Extension 1 & 2), Michael Hingston (Economics & Software Design & Development), Scarlet Masters (Investigating Science), Chelsea Nowak (Mathematics Standard 2), Rohan Shankar (English Advanced)

HSC Showcases

ARTEXPRESS- Visual Arts

Luis Lemiri AK-M7 Art Gallery of NSW, Hayley Taskis Holy Glow: Embracing the Divine ARTEXPRESS Virtual Gallery and Mudgee Arts Precinct

CALLBACK - Dance

Jessica Glastonbury and Sarah Glastonbury both nominated for Core Performance

SHAPE - Industrial Technology

Aliya Armeda (Timber), Harini Jayabalan (Multi Media), Giselle Scott (Timber), Komal Sultan (Multi Media)

Whole school course highlights

20 courses with an improved exam mean when compared to 2023

6 courses with an exam mean above the HSC state average

Dance, Japanese Beginners and Visual Arts - all students received a Band 5 or 4

English Advanced - all students received Bands 6, 5 and 4

All students received Bands 5, 4 and 3 in Community and Family Studies, Design & Technology, Food Technology, Hospitality - Kitchen Operations, Mathematics Standard 1, Music1, Retail Services

24 courses with no Band 1 results.

We will continue to build on these fine results with our 2025 HSC students.

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies may include interview schedules, focus groups and survey instruments (e.g. Tell Them from Me survey data, NSW Government People Matter survey)

Student satisfaction feedback

The 2024 SRC and School Leadership organised and delivered various events and projects aimed at increasing student engagement, school pride, and a sense of belonging. The key focus was to collect student feedback and incorporate it in the school's decision-making processes. An example of this was Multicultural Day 2024. The SRC organised various workshops that highlighted the cultural diversity of Wyndham College. The ideas and activities for these workshops were generated by the student body. Student interest in workshops was measured using school wide surveys. The day itself was a success with students enjoying different workshops whilst learning about different cultures. Student satisfaction was measured through conversations in the classroom, providing quality feedback which will be used to improve future event planning.

Tell Them from Me student survey highlights

The majority of students feel a positive sense of belonging at Wyndham College. This is also evidenced by the fact that most students report that Wyndham provides a positive learning climate, and they feel the staff emphasise academic skills and hold high expectations for all students to succeed. The majority of students feel proud to be a Wyndham College student.

Students rated Wyndham College above the NSW Government Norm for a sense of belonging, positive behaviour at school, advocacy at school and positive learning culture, with significantly lower rates of bullying.

Parent satisfaction feedback

Throughout 2024, parents responded with information about school programs and events to support our continual improvement. When asked about the effectiveness of communication strategies employed by school staff, the feedback was that communication was clear and timely, that staff are very responsive to enquiries, reminders on social media are appreciated and our website is a good source of information and always updated.

When we asked parents about our Orientation Day, they thought it was a good opportunity for students to try different courses and to get to know the school. Parents said their children enjoyed the day.

Parents thought our Open Night was an excellent opportunity to see the facilities and speak with the staff. They said that students were friendly and encouraged participation in subject activities.

Teacher satisfaction feedback

Staff responses are as follows:

NSW People Matter Survey: The majority of staff feel that school leaders are modelling the ethics and values of Public Education and are leading improvement and change. A significant proportion of staff feel that school leaders clearly communicate their strategic vision and values of our school. The vast majority of teachers discuss with other teachers' strategies that increase student engagement. Most staff conveyed they feel the school is a welcoming and culturally safe place for all students and indicated a strong sense of belonging.

Consultation on School Excellence plan: Teachers made suggestions on initiatives and possible whole school approaches, some of which have been adopted.

Numeracy: Teachers appreciated the extra student support already in place and made suggestions for new initiatives with a whole school focus.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Wyndham College is committed to supporting the success and wellbeing of our Aboriginal and Torres Strait Islander students. We have a dedicated Aboriginal and Torres Strait Islander Year Adviser and a passionate team who work closely with students, families, and the wider community to create a culturally safe and inclusive learning environment. As active members of the Nirimba Education Precinct Aboriginal Education Working Party, our team plays a key role in organising significant events such as the Deadly Futures Careers Expo and Reconciliation Ceremonies, as well as other initiatives that celebrate culture, strengthen connections, and enhance educational and career pathways for our students. Through these initiatives, we continue to foster pride in identity and ensure our students are supported to achieve their full potential.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Wyndham College is committed to fostering a safe, inclusive, and respectful learning environment for all students and staff. Our school upholds a strong Anti-Racism Policy, ensuring that discrimination in any form is not tolerated. We have a dedicated Anti-Racism Contact Officer (ARCO) who provides support, promotes awareness, and ensures that concerns related to racism are addressed promptly and effectively. Through education, open dialogue, and proactive initiatives, we continue to build a school culture that values diversity, equity, and mutual respect, empowering our students to be active and informed global citizens.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School statement

Wyndham College values the rich cultural diversity of our school community and is committed to fostering an inclusive environment where all students feel respected and supported. With a significant number of students from diverse backgrounds, we integrate multicultural perspectives into our curriculum, student leadership programs, and whole-school initiatives. Our Anti-Racism Contact Officer (ARCO) plays a key role in promoting awareness, addressing concerns, and

ensuring our policies align with principles of equity and inclusion. Through cultural celebrations, targeted programs, and staff professional learning, we actively promote understanding, respect, and unity among all members of our school community.